**Engage New York Module Assessment Item Analysis: Module\_\_\_\_\_\_\_\_ Assessment\_\_\_\_\_\_\_\_Item\_\_\_\_\_\_\_\_**

**Overall:** Look at Homeroom to quickly answer these questions. (Note: These “overall” questions can be done individually by teachers prior to the team meeting.)

* **(5 min.) Which question(s) had the highest percent of students meeting standard?** What does this tell us about what students know? *Come to the meeting prepared to speak to this. Basically, what went well and what did you do to encourage this? Each team member shares for 1 minute. Keep this positive.*
* **(10 min.) Which question(s) had the lowest percent of students meeting standard?** 
  + How important is this question: Does this question measure a major cluster?
* No If no, select another problem with a low percent of students meeting standard, then continue.
* Yes If yes, continue. Sort student work into groups according to score level on that question. (Homeroom can facilitate this task.)

Review student scores and scoring rubric language

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|  | **Question #\_\_\_\_\_\_ Big Idea: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | |
|  | ***Percent of Students scoring 2pts on this question:\_\_\_\_\_\_\_\_*** | ***Percent of Students scoring 1pt on this question:\_\_\_\_\_\_\_*** |
| **(5 min.) Hypothesis: Where does it seem student mastery broke down on this question?** What do students know? What don’t students know? | * *Why did students’ mastery break down?* * *What do you consider to be a proficient response on this assessment?* * *Exactly what do students need to say or write for you to consider their work proficient?* | |
| **(5 min.) What patterns do you see within student work on this question?** | * *What common mistakes were made within each group of student work? Why?* * *What are all the steps students needed to be able to do to answer this question correctly?* * *What did students do wrong? Why?* * *What did students not demonstrate that was expected?* | |
| **(5 min.) FINAL CONCLUSION: What misunderstandings did students have?**  Review Student work  Group students with similar misconceptions (i.e. place value, regrouping, common denominator, etc.).  If you need to investigate further, find questions that assess the same standard. Did students score differently? Why? | * *What does each group of students know? Don’t know?* * *What misconceptions are revealed?* * *On questions that measured the same standard, did students do better on some questions than on others?* * *If so, what are the differences in difficulty between the questions? Why did students do better on other questions than this one?* | |
| **(10 min.) Brainstorm ideas (activities) for correcting student misconceptions within this big idea/major cluster.**  Define Action Steps  **Select an action that you will commit to use.** | * *Which of the steps need to be made more explicit to the students? How will we do that in our next lesson?* * *What would we have to teach to address these misunderstandings? How will that teaching be different than last time?* * *What specific instructional strategies will we use to address identified learning needs of our students? What will that look like in classroom practice?* | |
| **(5 min.) When and how will I assess this skill again?** (both formatively and summatively)? Be specific about your time frame. | * *What activities will students need to practice to the point of mastery?* * *Where would be a natural place to include this practice in our lessons?* * *Where will we build in formative assessment/checking for understanding during the lesson itself?* * *What evidence will we collect? When will we collect it?* * *When will we, as a team, come back together to discuss student progress?* | |